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ABSTRACT

The results of one faculty's effort to design a "state-of-the-art" undergraduate program in communication are presented in this paper. The program described in the paper was developed to reflect current theory, research, and practice in the context of an increasingly information- and communication-based society. The paper discusses the comprehensive examination of the specific objectives and methods, relevant background information on the University of Wisconsin (Parkside), and the conditions that helped to stimulate the program development. It then describes the philosophy of the new program and points out its uniqueness in focusing on the development of literacy. Tables of both the old and the new courses and their requirements provide for a comparison of the two programs. The paper also discusses the two central concerns guiding the program evaluation and redesign, and contains a list of objectives, followed by a description of the requirements for the program with an emphasis on the courses that are most unique, including innovative core courses, a course designed to expose students to communication professionals and their work, and a unique "preprofessional" student-run organization. An appendix gives the course listings and course requirements for 1980 and 1984 as well as selected course descriptions. (EL)

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Towards a State-of-the-Art Undergraduate Program in Communication

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Towards a State-of-the-Art Undergraduate
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Abstract

The results of one faculty's attempt to design a state-of-the-art undergraduate program in communication are presented. The process of program evaluation and re-design is described and a list of program objectives is presented. Significant issues confronting communication education are discussed. Particular emphasis is placed on describing the philosophy which guided the program revisions and on those aspects of the new program which are most unique. These include innovative core courses, a course designed to expose students to communication professionals and their work, and a unique "pre-professional" student-run organization.

Introduction

Most of those within our field would agree that an undergraduate program in communication should be designed to enhance the student's understanding of the communication process and to enable the student to apply that understanding effectively in all phases of life and work. This general and relatively abstract goal must, however, be translated into specific and detailed program objectives and methods. Such a translation is neither simple nor obvious, with many factors affecting the outcome.

As has been noted so frequently, our field encompasses a variety of theoretical and methodological perspectives. Each program is staffed by a unique mix of communication scholars possessing diverse interests, styles, training, etc. The larger university setting in which a program is situated is also unique, each with its own "culture": traditions, locale, resources, student population, size, etc. All of this informs and influences the translation of this general goal into a specific program.

The diversity of these "translations" is neither inherently bad nor symptomatic of some defect. The purpose here is not to advocate uniformity or conformity to one specific example. The purpose here is to report on the results of one faculty's attempt to design a state-of-the-art undergraduate communication program. We do not claim to have the best or last word on the subject. Our program reflects many compromises--each of our faculty would

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I would like to acknowledge each member of the faculty and academic staff who have contributed to the curriculum revision process: Professor Lee Thayer, Associate Professor and Progam Coordinator Richard Carrington, Assistant Professor Wendy Leeds-Hurewitz, Visiting Assistant Professors Jo-Anne Levy and Martin Paskov, Visiting Fulbright Scholar Yves Winkin, and Lecturers Judy Pugh and Janet Wells.

probably change some aspect of the program if it was simply up to him or her. Such freedom is a luxury no one faculty member ever enjoys, however. Indeed, part of what we have established is the tradition of continuously examining what we are doing so that we may further improve the program. A state-of-the-art program is one that reflects current theory, research, and practice in the context of an increasingly information and communication-based society. Such a society places demands and presents opportunities.

In order to insure that our program enables students to adequately meet these demands and respond to these opportunities, we committed ourselves to a comprehensive examination of our specific program objectives and methods. Few programs have this kind of an opportunity. The process took over four years. While our experience is necessarily unique, we believe that some of the consequences have significance and utility for others in the field. Our goal is not to argue for the pre-eminence or adoption of our program. The goal here is to report our experiences, and, most importantly, our conclusions, so that we may make our contribution to the continuing process of program and curriculum development. Specific attention will be given to those asepcts of the program that we believe to be most unique or significant.

Context

University

Before proceeding, some background information about the university must be presented so that the reader may better understand and evaluate our experiences.

The University of Wisconsin-Parkside was founded in 1969, and it is one of 13 degree-granting campuses of the Wisconsin public system. The enrollment is about 5,700 primarily undergraduate students. It is situated roughly between Chicago and Milwaukee and most of the students are from the Racine-Kenosha area. This is one of the most urban and industrialized areas of the state. It is a commuter campus, with no on-campus housing. The student body is diverse in that roughly 40% of the students are over 25. Many of them are either returning to school or attending part-time while working.

Although this is a public institution primarily serving undergraduate commuters, in many ways it has the atmosphere of a small liberal arts college. There is a heavy emphasis on research, scholarship, and pedagogical and curricular innovation. While it is inevitable that our students and faculty are concerned with meeting the practical needs of the community in which this public institution is situated, there is a strong commitment to the general goals of a liberal-arts education. The university's concern for providing the opportunity for students to become broadly-educated and well-rounded citizens is manifested in a

number of general, breadth-of-knowledge requirements which are designed to expose the students to the full spectrum of a liberal-arts education. While it is the case that most institutions pay lip service to such a goal, it is the feeling of our faculty that the commitment here is serious and real.

Communication Program

A number of conditions existed in 1981 which helped to stimulate this enterprise. Changes in faculty had the effect of creating opportunities for change. Key members of the university administration were supportive of our program development goals.

At that time we had a three-track major which we felt made us too specialized for our size and resources. One of the three tracks was Mass Media. We were significantly under-equipped technologically to adequately prepare our Mass Media majors for the few jobs available in this field. This was especially true in comparison to other mass media programs in our geographic area.

Finally, the most important ingredient was the commitment on the part of our faculty to embark upon such an exhaustive and demanding exercise. It required a great deal of time, energy, skill, and patience, and it inevitably detracted from some individual pursuits. Overiding these concerns, however, was the recognition that this was a rare opportunity to design a communication program from the ground up--to build a set of courses and programs around a clearly-defined philosophy. Professor Thayer laid the groundwork for our project in a series of working documents in which he articulated a basic set of objectives defining the knowledge, competencies, and skills that a communication graduate should possess. This

document signalled the beginning of our program evaluation and it served as constant reference point for our subsequent discussion.

Philosophy of the New Program

> The major in communication is designed to prepare broadly-eduated people who can think critically and creatively about human and social problems, who are equipped to access relevant information and to communicate effectively and appropriately in organizational and institutional settings of all sorts . . . What is unique about our program within the University setting is that the study of communication focuses on the development of literacy (understood in its traditional meaning: as a sophisticated understanding of how words, language and communication function to constitute the human condition and to effect social change).[1]

This passage describes how we see the role of a communication program. It hints a particular philosophy that underlies our program that will be elaborated upon in this section.

First of all, we believe that the study of communication is as complex and as intellectually challenging as any other field. We do not believe that this perception is generally shared by students and faculty from other disciplines for a variety of reasons. In re-designing our program, we have tried to clearly and comprehensively identify the topics of substantive intellectual concern to communication, and to build courses which cover those topics. Again, one of the unique aspects of our enterprise is that we began with a list of objectives encompassing the knowledge, competencies, and skills required of our graduates.

Our first and foremost concern in designing courses, therefore, was with developing a set of courses which dealt comprehensively with the major issues of intellectual concern within the study of communication that we had defined in the working documents. Simultaneously, this required that we de-emphasize courses and topics related to training in specific communication occupations. We believe that a university should not be in the business of preparing people for specific entry-level jobs.

These are issues facing all programs. How much attention should be given to problems of future employment? What are the most effective ways of enabling students to translate their knowledge and skills into marketable commodities? These are serious issues deserving of concerted faculty attention. We do not dismiss these concerns as irrelevant. Rather, we see them as inherently secondary to more important concerns, such as, what should a graduate know about communication? Ways of applying or marketing that knowledge must be a subsidiary concern. Otherwise the emphasis on practical and immediate value must compromise the intellectual integrity of the field of study. Our decision, therefore, has been to build an intellectually and academically challenging set of courses designed to reflect the best of a liberal-arts tradition.

As has been stated, we do not dismiss the problem of future application, we only reject narrow specialization. Indeed, some of the unique aspects of our program to be discussed include our attempts to deal with this problem. In this area,

we emphasize broad, strategic competencies instead of specialized techniques, the long term instead of the short term. Put another way, we are more concerned with preparing students for their last job than for their first.

To be a communication major is a challenge and an opportunity. Students seeking the comfort and security of a specialized occupation in which, once trained, they may turn off their minds and simply perform, are doomed to frustration. We feel that for communication graduates to be happy and successful in the long run they should be broadly trained in a variety of competencies. We have decided to direct our program to those students who aspire to influential and creative roles in the organizational enterprises of our society, and who share our belief that the best route to long-term success and fulfillment in life and work is a broad-based, liberal-arts education.

Though the discussion so far has centered on specialization in job preparation, there is a parallel on the academic side as well that illustrates another dimension of our program philosophy. Whereas most programs have a heavy emphasis on mass media, here we emphasize the study of communication technologies and media, regardless of whether or not they are consumed by masses. We believe that this provides us with a broader and more inclusive "umbrella" by which to organize our understandings of and questions about communication technologies. It encourages faculty and students to examine technologies in their diversity, directing attention to such potent yet non-mass media such as mirrors,

photography, walkmen, home computers, and telephones. This issue will be examined again in a discussion of some of our core courses. The point to be made here has to do with how we define the scope of our program and the philosophy it reflects.

Last but not least, one final issue must be addressed as a further elaboration of the philosophy of the program. It has been stated that we consciously sought to broaden and deepen the intellectual and academic content of the program. It must be emphasized that our objective is to bring students face-to-face with the complexity, significance, and pervasiveness of the substantive phenomenon of communication. A problem familiar to all those who teach communication is that students take communication for granted. Their habitual ways of behaving have blinded them to the all-pervasive effects and conditions of communication which we struggle to bring to their attention. In effect, they have a great deal of trouble "seeing" communication all around them.

Programs which attempt, as we have, to deepen the intellectual content of their courses, often fall into the trap of emphasizing various communication theories, principles, and definitions. Any intellectual treatment of communication issues necessitates the presentation and dicussion of theoretical principles. The problem, as we see it, however, is that too often the focus becomes the theory and not communication. We realize that this is a subtle distinction, yet we believe it is significant. We feel that the primary

emphasis of an undergraduate program in communication should be to bring students into contact as directly as possible with the substantive phenomenon of communication in all of its variety. It is easy to fall into the trap of teaching theories about communication in such a way that trivializes communication, leaving the students to feel that communication is adequately "packaged" by the theories. The result may be a lessening, not a sharpening of the students own ability to think critically about communication.

Again it must be stressed that this is not an argument against the teaching of theory. It is rather an argument to the effect that we too often equate teaching a theory of communication with teaching students about communication. We have no easy solution to offer to this problem. What we have tried to do is to commit ourselves to the continual process of asking the question: is the goal here simply an understanding of a theory, or that and an enhanced understanding of the complexity of the communication process? Put another way, the challenge of deepening and broadening the intellectual content of our courses requires us to devise and organize topics which better enable students to comprehend the significance, pervasiveness, and complexity of communication. Such an endeavor cannot be successful simply by teaching more theories. Some of the ways in which we have attempted to come to terms with this problem may be seen in the subsequent discussion of some of our new courses.

In order to enable the reader to compare the new program with the old, the following tables are included. Table 1 lists the courses which made up the program in 1980, and Table 2 lists the courses that are now part of the program. Table 3 describes the 1980 program requirements, and Table 4 presents the current requirements for the program. Of the 47 courses which were part of the program in 1980, 22 have been dropped, 11 have been revised and/or re-numbered, and 14 remain intact. Four of these fourteen are special courses such as Independent Study. This means that, in actuality, only ten courses remain intact. Of the major requirements, the only course which remains from the 1980 program is COMM 220: Organizational Communication, which was numbered COMM 102 in the old program. The next section will detail our rationale for the changes we have made.

Table 1

1980 Course Listings

015 Debate and Forensics Practicum
020 Mass Media Practicum
101 An Introduction to Human Communication
102 Introduction to Organizational Communication
104 Parliamentary Procedure
105 Public Speaking
109 Basic Filmmaking
170 Voice and Diction
201 Group Dynamics
202 Conference Techniques and Group Discussion
203 Communicators in Crisis: A Survey of Significant Rhetorical Discourse
213 Introduction to Film
222 Business and Professional Communication
225 Argumentation and Debate
230 The Oral Performance of Literature
232 Interpersonal Communication
245 Studies in Film
246 Basic Reporting
248 Radio Production
249 Television Production
260 Mass Media in American Society
265 Mass Media History
282 Rhetorical Theory and Criticism
290 Special Topics in Communication
302 Theories of Organizational Communication
305 Public Relations
315 Film Directors
316 Film Genres
320 Communication Theory
321 Nonverbal Communication
325 Political Communication
335 Language, Thought, and Communication
346 Advanced Reporting
347 Writing for Television and Radio
349 Advanced Television Production
360 Theories of Mass Communication
364 Persuasion
365 Intercultural Communication
370 Communication and Social Change
375 Public Opinion and Communication
414 Industrial Problems and Team Leadership
441 Methods of Teaching Speech in the Secondary School
445 Communication Research
450 Law and Ethics in the Mass Media
460 Mass Communication Research
490 Special Topics in Communication
494 Communication Internship
499 Independent Study

Table 2

1984 Course Listings

+	001	Communication Colloquium
	105	Public Speaking
+	106	Communication and the Evolution of Civilization
+	107	Communication and the Human Condition
+	108	Communications in the Modern World
+	111	Approaches to the Study of Communication
	201	Group Dynamics
	202	Conference Techniques and Group Discussion
+	206	Elements of Oral Presentations
	212	Introduction to Film
	218	History of Film
	220	Organizational Communication
	222	Business and Professional Communication
	225	Advocacy and Debate
+	250	Message and Systems Design
	260	Mass Media in American Society
	290	Special Topics in Communication
	302	Theories of Organizational Communication
+	306	Public Speaking Styles
+	307	Corporate Communication
	310	Communication in Everyday Life
	318	Studies in Film
	325	Political Communication
+	326	Marketing Communication
	335	Language, Thought, and Communication
	361	Communication and Popular Culture
	365	Intercultural Communication
	370	Communication and Social Change
+	391	Modules with Professional Communicators
+	410	The Entertainment/Information Machines
+	420	Knowledge and Decision Systems
+	430	Influence and Enterprise
+	440	The Languages of Communication
	441	Methods of Teaching Speech in the Secondary School
	445	Issues in Communication Theory and Research
	490	Special Topics
	494	Internship
	495	Senior Seminar
	499	Independent Study
	305	Public Opinion & Public Relations

+ = completely new courses

Table 3

1980: Requirements — 39 credit total

1) Core (9 credits): COMM 101-An Introduction to Human Communication
COMM 102-Introduction to Organizational Communication
COMM 260-Mass Media in American Society

2) In addition to completing the core requirement, all students majoring in Communication must complete one of the following options (30 credits): Speech Communication, Organizational Communication, Mass Communication.

3) 15 credits must be completed in courses offered by the Communication Discipline which are numbered 300-490.

4) Students must secure the written approval of their adviser for any elective which is to be counted toward the Communication Major. A maximum of 9 credits in courses from other disciplines in the University may be applied to the Communication elective requirements. Such courses should be numbered 200 or above; prior written approval of the student's Communication adviser is required.

5) Options:

Speech Communication

In addition to the core requirement, the student specializing in Speech Communication must complete the following courses or their equivalents:

Comm 105	Public Speaking	3 cr
Comm 201	Group Dynamics	3 cr
Comm 320	Communication Theory	3 cr
Comm 445	Communication Research	3 cr
	Electives (communication or related courses; subject to adviser's prior written consent)	18 cr
		30 cr

Organizational Communication

In addition to the core requirement, the student specializing in Organizational Communication must complete the following courses or their equivalents:

Table 3 - Cont.

Comm 202	Conference Technique and Group Discussion	3 cr
Comm 222	Business and Professional Communication	3 cr
Comm 302	Theories of Organizational Communication	3 cr
Comm 445	Communication Research	3 cr
	Electives (communication or related courses; subject to adviser's prior written consent)	18 cr
		30 cr

Mass Communication

In addition to the core requirement, the student specializing in Mass Communication must complete the following courses or their equivalents:

Comm 360	Theories of Mass Communication	3 cr
Comm 460	Mass Communication Research	3 cr
Two of the following:		
Comm 109 or Hum 109	Basic Filmmaking	3 cr
Comm 248	Radio Production	3 cr
Comm 249	Television Production	3 cr
Comm 349	Advanced Television Production	3 cr
	Electives (communication or related courses; subject to adviser's prior written consent)	18 cr
		30 cr

Table 4

1984: Requirements — 44 credit total

1) Core Courses: (12 credits)

106 Communication and the Evolution of Civilization
107 Communication and the Human Condition
108 Communications in the Modern World
111 Approaches to the Study of Communication

2) Applied Courses: (6 credits)

206 is required, select one other

206 Elements of Oral Presentations
220 Organizational Communication
250 Message and Systems Design

3) Upper Level Requirements: 9 credits

Complete 3 of the following 4

410 Entertainment/Information Machines
420 Knowledge & Decision Systems
430 Influence and Enterprise
440 The Languages of Communication

4) 2 credits in 391 Modules with Professional Communicators
3 credits: 495 Senior Seminar

5) Electives: 12 credits selected from courses numbered from 300-499 excluding 494: Internship
Only 3 credits in 499 may be counted towards the Major

Rationale for the Changes

Two central concerns have guided our program evaluation and re-design. First, we wanted to make the most of this opportunity to come to terms with basic issues relating to communication education. We wanted to try to create the most up-to-date, state-of-the-art undergraduate program in communication that we could, given our available resources. This required that we ask the most basic questions and scrutinize the most accepted assumptions.

Second, we wanted to bring a more coherent focus to our program as a whole that would provide our students with a broad-based liberal-arts education of relevance and utility in a variety of occupations and situations. We wanted to develop a program that was designed to expose students to the full range of intellectually challenging issues related to communication. As has been stated, our basic assumption is that the long-term value of a communication degree lies in the broad strategic understandings and competencies that a graduate possesses and not in their ability to perform entry-level specializations.

In order to achieve these goals we set about doing three things:

> First we needed to re-organize and integrate the program as a whole. Second, we needed to deepen and broaden the academic/conceptual content of the program, making it more challenging. Third, we needed to institute some specific pre-professional programs that would provide our students with opportunities outside of the classroom.[2]

Achieving our goal of program integration required us to change from a three-track major (Speech, Organizational, and Mass) to one unified major which was designed to enhance our students understanding of the most critical communication problems, concepts, and skills. We feel that the breath of exposure to communication issues combined with opportunities to develop broadly relevant communication competencies makes the best use of our resources.

The integrated nature of the program is best illustrated in Table 5, which cross references each of our courses to a list of program objectives. These objectives summarize the key objectives first outlined in Professor Thayer's working document which was used to guide our discussions. After agreeing in general as to the most important and relevant objectives, we began to organize them around specific courses. The result is that we now have courses designed to meet each of our program objectives.

This list of objectives also helps to illustrate how we have attempted to broaden and deepen the intellectual content of the program. Some of these objectives required the invention of new courses. Taken as a whole, we believe they provide a concise statement as to the intellectual content that the study of communication must address. After examining this

Objectives

TABLE 5

Courses

UNDERSTANDINGS

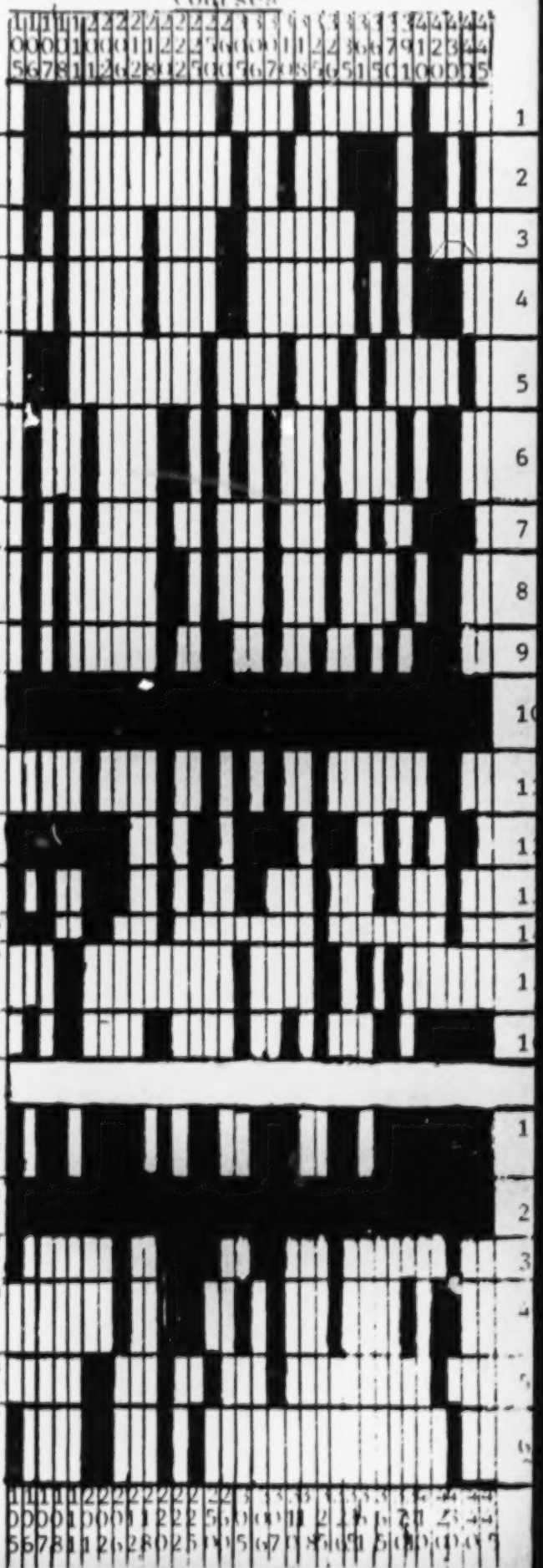
To enhance the student's understanding of:

1) the role of communication and communication technologies in the evolving human condition
2) the intimate relationship of language, thought, and communication in the social construction of mind and reality
3) the role of communication and communication technologies in the evolution of societies and civilizations
4) the role of communication media, technologies, and instruments for the creation and evaluation of public opinion in the development of American culture
5) the structures, uses, and consequences of the various sign and symbol systems, including language, objects, rituals, gestures, the designed environment, etc.
6) the critical relationship between communication and organization through an understanding of the communication dimension of organizational and institutional functions
7) the operation, functions, and consequences of systems of information, knowledge, and communication
8) the economics of communication and the issue of cost effectiveness, and their implications for communication policy
9) the politics of information and communication, and the implications for communication policy
10) the various factors that must be taken into account when analyzing or creating messages and communication systems
11) the various theories and practices of how to design and assess communication systems for policy and decision-making
12) the communicational nature of influence and persuasion, and how these processes operate
13) the role of communication in conflict, and in assessing and managing conditions of conflict
14) the relationship between communication and leadership
15) how and why communication and public opinion research is done, and how to evaluate it in order to use it effectively and appropriately
16) the various historical, interdisciplinary approaches to the study of communication, and future trends

BEHAVIORS

To enable the student to:

1) analyze interpersonal and organizational situations in order to assess the significant factors within the context of communication
2) acquire, produce, organize, evaluate, distribute, display, and consume knowledge effectively and efficiently
3) develop complex informative/persuasive strategies for specific needs and evaluate the outcomes
4) compare and assess the various media of communication in order to make judgements as to which may be most appropriate and cost-effective
5) evaluate systems of information and communication and to improve their functioning
6) exercise the leadership necessary to enhance the productivity and satisfaction of the members of groups and organizations



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list of courses and objectives in the light of the proposed requirements, we decided to increase the number of credit hours required from 39 to 44.

Finally, while we firmly believe in a broad-based liberal arts education, we recognized the need to provide specific opportunities for students to develop communication competencies outside of the classroom that could be of value to them in future occupations. We see this primarily as the student's responsibility, with our role being to provide them with the opportunity and the resources. Our philosophy about this is described in the following passage:

> One of the guiding assumptions of our program is similar to that held in the fine arts: that if a student hopes to become proficient--strategically and tactically--the burden of practice falls to the student. We do not believe that any way of instructing can "make" proficient "communicators" out of people who do not assume the burden of practicing on their own time. No course in tackling can make football players out of people who are not committed to doing whatever is necessary--even calisthenics--to become football players. Our assumption is that no course or courses as such will "make" proficient "communicators" of those who happen to declare that major.[3]

We have created a number of "pre-professional" programs which give students a variety of opportunites in which to develop their own career interests. We feel that they demonstrate the seriousness of our commitment to our major program objective. In the next section these programs, our requirements, and other unique aspects of our program are described.

Requirements

In this section, the requirements for our program will be briefly described with an emphasis on those courses which are most unique.

Core

Our core courses represent some of the most unique contributions of our program. They are radically different from the core courses of most communication programs. There are a number of reasons why we have opted for a different approach.

First of all, most programs are constrained in what they can do in the basic course because of institutional demands for specific service courses. The basic course is often the "bread and butter" of the department, generating much needed student credit hours. This requires that the basic course be relevant to the needs and interests of constituencies within the university. This inevitably results in some trade-offs: large numbers of students for some degree of acquiescence to the perceived needs of others. It is not our position that such service courses are necessarily bad or wrong. In many cases they may effectively meet the needs of all involved. It is our feeling, however, that these trade-offs may have certain negative consequences. First, the compromises necessary for such an arrangement may result in courses being shaped by external demands rather than by the intellectual needs of the program.

The second corsequence flows from the first. Such a course may be seen as an indication of the remedial or supplementary nature of communication courses. We all know that our discipline is seen as a second-class citizen in the university community. Do our basic courses challenge or reinforce this conclusion? Can we really make students into better communicators in one course? Do our basic courses purport to expose students to all of the significant facets of communication? We do not claim pat answers, but we do believe these questions are not being asked seriously enough.

We at Parkside are lucky in that we have been encouraged by the administration to ask such questions. We have had the luxury of stepping back from the mundane realities of institutional existence to ask basic questions. What is the content of our discipline? How can it best be communicated?

Our old core course, Introduction to Human Communication has been eliminated. We felt that it tended to oversimplify (by emphasizing definitions and terms) and trivialize communication (by purporting to give students "everything you need to know about ..."). In its place we substituted a block of four courses. In addition, we eliminated any specific "skills" component, not because we don't think they are important, but because of our objectives for these courses. Each was designed to intellectually challenge students to come to terms with the significance,

pervasiveness, and complexity of communication. Copies of the descriptions ofthese courses may be found in the Appendix.

COMM 106: Communication and the Evolution of Civilization and COMM 108: Communications in the Modern World form a two course sequence which examines the evolutionary interaction between humans, societies, and civilizations on the one hand and communication practices, media, technologies, and institutions on the other. COMM 106 focuses on such topics as the co-development of language and human society, writing, printing, numbers, cartography, chronometry, etc. COMM 108 examines electronic communication, photography, fashion, public relations, etc. Neither of these courses follow a strict chronology or stresses memorizing names or dates. These courses focus on a variety of important developments in communication in such a way as to enhance the student's understanding of the relationship between humans and communication technologies and institutions. Instead of repeatedly asserting the importance of communication, these courses demonstrate the significance of communication through numerous historical examples. Students are exposed to the ideas of Havelock, Ong, Goody, Steiner, Burke, Innis, McLuhan, Raymond Williams, Susan Sontag, to name just a few.

COMM 108: Communication and the Human Condition takes an in-depth look at the various ways in which communication practices constitute the human condition. Topics covered include the relationship of language and thought,

understanding, functional and dysfunctional patterns of communication, and the role of communication in building relationships, organizations, and societies. The overriding objective here is to get students to understand and to appreciate what is meant by "as we express ourselves, so shall we be."

Each of these three courses serve as a university-wide Breadth of Knowledge requirement. Whereas COMM 101 used to enroll 120 or so students a term, each of these has been averaging around 75. We are more than happy with this, since it means that our overall enrollment figures have stayed about the same. In designing these courses, we were willing to lose a large percentage of our basic course enrollments in favor of attracting higher quality students. The latter has occurred and, to date, the former has not.

The other core course, COMM 111: Approaches to the Study of Communication is less unique and it is not a Breadth of Knowledge course. It is designed to survey numerous approaches to the study of communication. Again, however, we are as concerned that students come out of the course with greater insight into the variety and complexity of communication as we are that they retain details about the various approaches. What may be somewhat unique is that we require this of beginning students. Our feeling is that one confronts a paradox here: do you wait until students are juniors and seniors before hitting them with some of these

complex ideas and theories or do you do it when they are just beginning? Our feeling is that it is better to challenge them right away. Other disciplines feel no inhibition in "weeding out" those who are incapable of dealing with complex ideas early on. Should communication, a discipline which deals with some of the most complex issues related to human behavior, do otherwise?

We feel that these courses, particularly 106, 107, 108, represent unique and valuable contributions to communication education. They provide an innovative perspective on the phenomenon of communication. Students are brought into direct contact with elaborated examples of the significance, pervasiveness, and complexity of communication. The uniqueness of these courses is illustrated in part by the fact that there are no existing texts for them. This problem remains to be solved by our faculty. To date we have experimented with a variety of texts and readings. So far our indirect measures tell us that these courses work, that they do provide the exposure to the substantive phenomenon of communication that interests the intellectually curious and creative student.

Applied Courses:

COMM 206 is required because we believe that all of our majors should be skilled in a variety of oral presentation formats and not just in one-to-many public speaking.

Organizational Communication is, in many ways, our "bread and butter" course, since it enrolls about 135 students per term. It is a requirement for the Business Major at Parkside. It suffers some of the negative consequences of service courses alluded to earlier, and it is the focus of our analysis at this time. We plan on reviewing how well this course meets our needs--whether or not it is worth the costs it incurs. It is taught as a lecture-lab, with the lab being a full-scale simulation. A copy of the syllabus may be found in the Appendix.

COMM 250: Message and Systems Design is one of our brand new courses that has not been taught yet. It is intended to provide an in-depth look at messages and communication systems of all types with a view towards enabling students to gain insights into the "mechanics" of how and why messages succeed and fail, how communication systems affect message design, and the trade-offs and limitations inherent in the design of communication systems.

Upper Level Requirements

These courses represent the final stage of our first cut at program re-design. After examining the courses already developed and the list of objectives, we decided upon these four courses as the "capstones" of our program. Copies of the syllabi for these courses may be found in the Appendix.

COMM 410: The Entertainment/Information Machines may be seen as a 400 level treatment of issues first raised in 106

and 108. Again, the focus is not simply on mass media, but on communication technologies, broadly defined. Students engage in an in-depth study of the uses, functions, and consequences of these diverse technologies, and the experiences they are used to create.

COMM 420: Knowledge and Decision Systems bears some resemblance to courses such as Communication and Decision-Making, yet it has a somewhat different focus. In this course, as much time is spent on analyzing the systems and institutions for the production of knowledge as on how decisions are or should be made. The basic assumption is that the decision is "made" by the knowledge accessed, which in turn is determined by the operation of those systems which produced, acquired, organized, etc., that knowledge. This course, together with 430: Influence and Enterprise, provides our students with a solid background in areas that are of significant academic and practical value. We feel that the essential skills of any communication graduate should be the ability to assess and utilize systems of knowledge and communication in the design of influential enterprises.

COMM 430: Influence and Enterprise is our "persuasion" course. Two aspects of this course make it different. First, it looks at social influence at the broadest possible levels. We feel that it is necessary to examine such basic processes as socialization and education as processes of social influence. Second, it examines persuasive acts in the

context of the larger enterprise of which they are a part. It must be noted that what happens in a course is less of a function of what the title says as it is a result of the teacher's interests. Some of these courses are undoubtedly being taught this way with more traditional sounding titles. We do not claim to be the only ones to teach these topics. We are simply reporting on our conclusions as to how we think we should approach and label these topics.

COMM 440: The Languages of Communication is the course in which we examine the various systems of communication. Included among these are kinesics, proxemics, artifacts, the designed environment, clothing, music, etc. This course replaces and subsumes our non-verbal communication course. Again, the concern here is to expose the student to a broader variety of communication "languages."

Senior Seminar

COMM 495: Senior Seminar is designed to enable students to organize and integrate what they have learned. Students engage in assessment of their competencies and skills and design ways to develop or enhance those capacities that they feel are important yet underdeveloped. In addition, students assess the program and contribute ideas as to how it may be improved to better meet the needs of students. Currently, students enrolled in the seminar are each preparing and delivering a guest lecture in a communication class. While this course is not unique, we believe that it is a significant part of the total program package.

Modules with Professional Communicators

It was stated earlier that we are not unconcerned with the problem of translating academic experience and knowledge into marketable skills. One of the means by which we have

attempted to aid students in this translation is the creation of a course, COMM 391: Modules with Professional Communicators. We decided that one of the best ways for students to gain insights and information about the "real-world" of communication professionals is to put them in direct contact with some.

Over the last few years we have established contacts with communication professionals in this area working in a variety of fields. We have invited a select few to make presentations to our students in a unique format. Students must register for one credit. They then select three sections out of a possible four. Each is worth 1/3 of a credit, so students must select three sections over the course of a term. A different professional presents each section. Students are required to complete a project for their grade which is assessed by the faculty member in charge of the program. For the major, students are required to complete two credits of modules, meaning that they are exposed to a minimum of six communication professionals over the course of their student career.

Presenters are encouraged to bring in problems they are working on. Alternately, they address the skills and knowledge required to obtain and successfully perform their jobs. We find that a large number of other majors, particularly from Business, take advantage of this

opportunity. Student response has been generally very favorable.

Electives

Students have 12 credits of electives in our program. We conciously restricted this number because we feel that we have designed a comprehensive course of study built around the requirements. We feel that it is our responsibility as faculty to be insure that students are exposed to the necessary coursework.

Service Courses

Some negative aspects of service courses have been noted. It should be pointed out, however, that we still have our share. Public Speaking, Organizational Communication, and Business and Professional Communication, all have significant appeal to non-majors. 106, 107, and 108 are all Breadth of Knowledge courses. Our remaining film courses are cross-listed as Humanities courses, and Political Communication is cross-listed with Political Science. We also encourage non-majors to take other upper level courses. The best summary of how we feel about service courses is that what we study is so relevant to so many endeavors it is only natural that others can benefit from our courses. We seek, however, to be identified with our courses and interests, and not with service courses reflecting the interests of others.

Internships

Another means by which we attempt to help our students with the transition to the "real world" is through our internship program. Over the one and a half year period from spring of 1980 to spring of 1981, three students completed internships. Since the fall of 1981, we have averaged a minimum of seven internships a year. It was at that point that we revised the program, making it more demanding and substantive.

An internship here is viewed as an academic enterprise. The on-the-job experience is viewed as the lab segment of a course. The requirements the student must meet are under the discipline's control; a final report on the semester's experience is the sole source of the grade. The process of application is demanding: the student must submit a detailed proposal for the internship, which requires the approval of the supervising professor. The nature of the internship is public, with both the proposal and the final report subject to full faculty review.

We believe that in almost all cases, the performance of our interns exceeds the expectations of the sponsoring organizations. This we deduce both from the continued interest of many of these sponsors, and from the letters of recommendation written by sponsors for some of our interns upon completion of their assignment.

Corporation for Professional Development

As has been stated a number of times, we believe that the student is ultimately responsible for his or her ability to translate their learning into marketable skills. Our function as a faculty is to provide some means for such a translation. The Modules with Professional Communicators and our internship program have already been discussed. Last, but not least, in this area is the Corporation for Professional Development (CPD).

> The CPD is a quasi-autonomous, student-activated organization having as its major objectives the enhancing of the professional competencies of (1) the members of that organization, (2) students in the Communication program, (3) the Communication faculty, and (4) other interested members of the University community. 4

The CPD is an organization of students who share the common goal of improving their professional competencies. The activities of the CPD are extra-curricular, above and beyond the credit hours required for the major. Members of the CPD take charge of some program or service that makes some contribution to the needs of students, the program, or the community. In the past, for example, members have administered the Internship Program and our In-reach/Outreach Program. The CPD began in 1983, and it has had its ups and downs as students come and go through our program. We believe that it is another important way in which students can apply what they know and build a record of accomplishment. We continue to be concerned with devising ways in which our majors can begin to step out of their student role and into more responsible and creative roles.

Conclusion

We are obviously satisfied with our program at this point. We intended this program to represent the current state-of-the-art in the field, and feel that we have been successful in creating a program which is at the forefront of the discipline in developing new ideas, rather than in the middle, playing it safe.

The final phase of our process of program review and revision was not completed until Fall of 1984 with the offering of our new upper level required courses (410, 420, 430, 440). This four-year enterprise necessarily was somewhat disruptive for both faculty and students. Both of these factors make if difficult to provide a comprehensive evaluation as to the overall consequences of our revisions at this point. As a faculty we are generally satisfied that we have significantly enhanced the quality of our program. The same kind of commitment that lead us to try to develop the best program we could, however, has kept us from simply sitting back and assuming that all our problems are solved. We see program development as an on-going challenge and consequently we will continue to monitor our progress and to discuss new alternatives.

It remains too early to draw conclusions about the effects of these changes on enrollment, job placement, and long-term job success. We feel that we are attracting better quality students to the program, and we continue to graduate about 25 students a year. There have been no observable negative consequences of the changes other than the understandable

disappointment of those students who seek specialized training in areas such as mass communication. Overall we feel that student morale is better than ever. One measure of this is the development in 1983 of the Parkside Association of Communicators, a student organization for those interested in communication. It has succeeded in becoming one of the most active and visible student organizations on campus.

One weakness at present is that the complete program has only been instituted in the current academic year, and has yet to stand the test of time.

Since this is the first full year of operation, we have few plans for significant changes. One area, however, is of future concern. A significant part of our long-range plan was to devise and mount an interactive "Communication Laboratory" that would function in parallel and as an adjunct to our sequence of courses. The purposes of such a "laboratory" would be similar to those of a lab in science or the arts--to provide experience with the tools and techniques of message construction, and to provide hands-on experience with respect to the theories and concepts of the discipline.

It is our intention to implement this planned part of our program when and if staff and logistic support becomes feasible.

We hope that this report of our experiences and conclusions provides a useful vehicle for the discussion of the many complex and challenging issues confronting undergraduate communication education. While our experience is necessarily unique, we feel that there is much here of interest and value to others. It remains for others to judge whether or not we achieved our goal of a state-of-the-art program. We feel that our endeavor has been successful, and if it does nothing else but stimulate further debate as to what the state-of-the-art is, we have made a valuable contribution.

Reference Notes

1. Communication Program Self-Study Report to the Academic Program and Planning Review Committtee, Fall 1984.

2. ibid.

3. ibid.

4. ibid.

Appendix

Table 1

1980 Course Listings

015	Debate and Forensics Practicum
020	Mass Media Practicum
101	An Introduction to Human Communication
102	Introduction to Organizational Communication
104	Parliamentary Procedure
105	Public Speaking
109	Basic Filmmaking
170	Voice and Diction
201	Group Dynamics
202	Conference Techniques and Group Discussion
203	Communicators in Crisis: A Survey of Significant Rhetorical Discourse
213	Introduction to Film
222	Business and Professional Communication
225	Argumentation and Debate
230	The Oral Performance of Literature
232	Interpersonal Communication
245	Studies in Film
246	Basic Reporting
248	Radio Production
249	Television Production
260	Mass Media in American Society
265	Mass Media History
282	Rhetorical Theory and Criticism
290	Special Topics in Communication
302	Theories of Organizational Communication
305	Public Relations
315	Film Directors
316	Film Genres
320	Communication Theory
321	Nonverbal Communication
325	Political Communication
335	Language, Thought, and Communication
346	Advanced Reporting
347	Writing for Television and Radio
349	Advanced Television Production
360	Theories of Mass Communication
364	Persuasion
365	Intercultural Communication
370	Communication and Social Change
375	Public Opinion and Communication
414	Industrial Problems and Team Leadership
441	Methods of Teaching Speech in the Secondary School
445	Communication Research
450	Law and Ethics in the Mass Media
460	Mass Communication Research
490	Special Topics in Communication
494	Communication Internship
499	Independent Study

Table 2

1984 Course Listings

+	001	Communication Colloquium
	105	Public Speaking
+	106	Communication and the Evolution of Civilization
+	107	Communication and the Human Condition
+	108	Communications in the Modern World
+	111	Approaches to the Study of Communication
	201	Group Dynamics
	202	Conference Techniques and Group Discussion
+	206	Elements of Oral Presentations
	212	Introduction to Film
	218	History of Film
	220	Organizational Communication
	222	Business and Professional Communication
	225	Advocacy and Debate
+	250	Message and Systems Design
	260	Mass Media in American Society
	290	Special Topics in Communication
	302	Theories of Organizational Communication
+	306	Public Speaking Styles
+	307	Corporate Communication
	310	Communication in Everyday Life
	318	Studies in Film
	325	Political Communication
+	326	Marketing Communication
	335	Language, Thought, and Communication
	361	Communication and Popular Culture
	365	Intercultural Communication
	370	Communication and Social Change
+	391	Modules with Professional Communicators
+	410	The Entertainment/Information Machines
+	420	Knowledge and Decision Systems
+	430	Influence and Enterprise
+	440	The Languages of Communication
	441	Methods of Teaching Speech in the Secondary School
	445	Issues in Communication Theory and Research
	490	Special Topics
	494	Internship
	495	Senior Seminar
	499	Independent Study

305 Public Opinion & Public Relations

+ = completely new courses

Table 3

1980: Requirements — 39 credit total

1) Core (9 credits): COMM 101-An Introduction to Human Communication
COMM 102-Introduction to Organizational Communication
COMM 260-Mass Media in American Society

2) In addition to completing the core requirement, all students majoring in Communication must complete one of the following options (30 credits): Speech Communication, Organizational Communication, Mass Communication.

3) 15 credits must be completed in courses offered by the Communication Discipline which are numbered 300-490.

4) Students must secure the written approval of their adviser for any elective which is to be counted toward the Communication Major. A maximum of 9 credits in courses from other disciplines in the University may be applied to the Communication elective requirements. Such courses should be numbered 200 or above; prior written approval of the student's Communication adviser is required.

5) Options:

Speech Communication

In addition to the core requirement, the student specializing in Speech Communication must complete the following courses or their equivalents:

Comm 105	Public Speaking	3 cr
Comm 201	Group Dynamics	3 cr
Comm 320	Communication Theory	3 cr
Comm 445	Communication Research	3 cr
	Electives (communication or related courses; subject to adviser's prior written consent)	18 cr
		30 cr

Organizational Communication

In addition to the core requirement, the student specializing in Organizational Communication must complete the following courses or their equivalents:

Table 3 - Cont.

Comm 202	Conference Technique and Group Discussion	3 cr
Comm 222	Business and Professional Communication	3 cr
Comm 302	Theories of Organizational Communication	3 cr
Comm 445	Communication Research	3 cr
	Electives (communication or related courses; subject to adviser's prior written consent)	18 cr
		30 cr

Mass Communication

In addition to the core requirement, the student specializing in Mass Communication must complete the following courses or their equivalents:

Comm 360	Theories of Mass Communication	3 cr
Comm 460	Mass Communication Research	3 cr
Two of the following:		
Comm 109 or Hum 109	Basic Filmmaking	3 cr
Comm 248	Radio Production	3 cr
Comm 249	Television Production	3 cr
Comm 349	Advanced Television Production	3 cr
	Electives (communication or related courses; subject to adviser's prior written consent)	18 cr
		30 cr

Table 4

1984: Requirements — 44 credit total

1) Core Courses: (12 credits)

106 Communication and the Evolution of Civilization
107 Communication and the Human Condition
108 Communications in the Modern World
111 Approaches to the Study of Communication

2) Applied Courses: (6 credits)

206 is required, select one other

206 Elements of Oral Presentations
220 Organizational Communication
250 Message and Systems Design

3) Upper Level Requirements: 9 credits

Complete 3 of the following 4

410 Entertainment/Information Machines
420 Knowledge & Decision Systems
430 Influence and Enterprise
440 The Languages of Communication

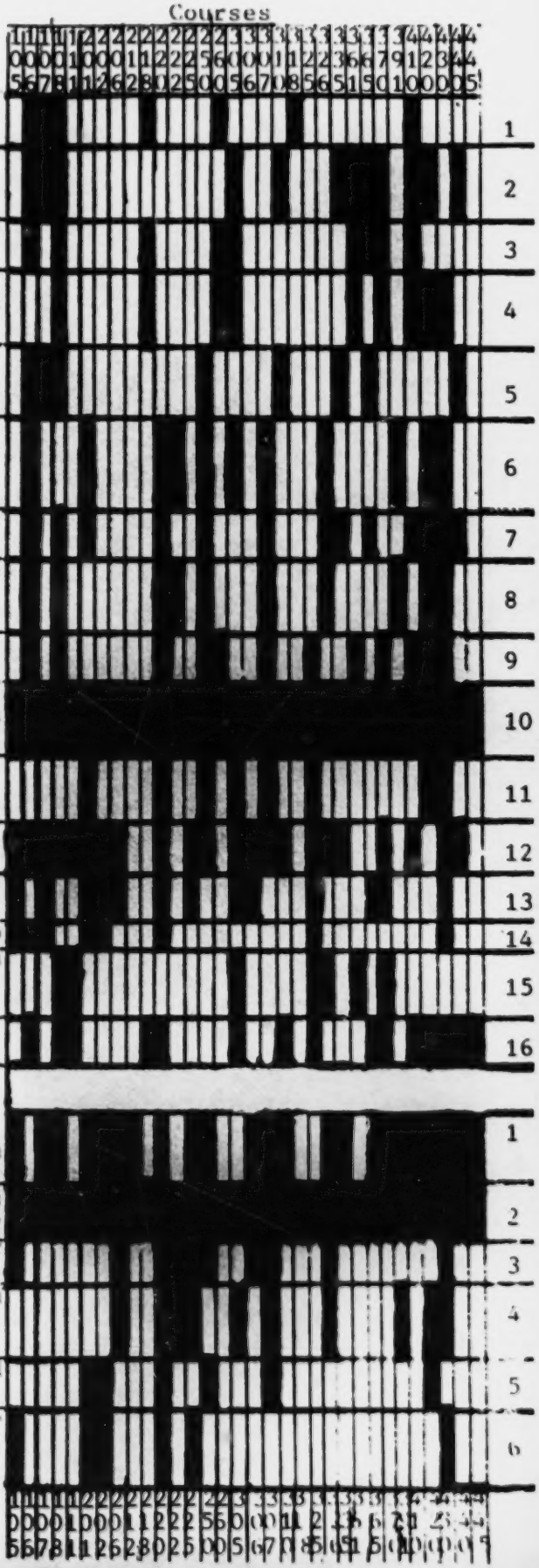
4) 2 credits in 391 Modules with Professional Communicators
3 credits: 495 Senior Seminar

5) Electives: 12 credits selected from courses numbered from 300-499 excluding 494: Internship
Only 3 credits in 499 may be counted towards the Major

TABLE 5

Objectives

Courses



UNDERSTANDINGS

To enhance the student's understanding of:

1) the role of communication and communication technologies in the evolving human condition
2) the intimate relationship of language, thought, and communication in the social construction of mind and reality
3) the role of communication and communication technologies in the evolution of societies and civilizations
4) the role of communication media, technologies, and instruments for the creation and evaluation of public opinion in the development of American culture
5) the structures, uses, and consequences of the various sign and symbol systems, including language, objects, rituals, gestures, the designed environment, etc.
6) the critical relationship between communication and organization through an understanding of the communication dimension of organizational and institutional functions
7) the operation, functions, and consequences of systems of information, knowledge, and communication
8) the economics of communication and the issue of cost effectiveness, and their implications for communication policy
9) the politics of information and communication, and the implications for communication policy
10) the various factors that must be taken into account when analyzing or creating messages and communication systems
11) the various theories and practices of how to design and assess communication systems for policy and decision-making
12) the communicational nature of influence and persuasion, and how these processes operate
13) the role of communication in conflict, and in assessing and managing conditions of conflict
14) the relationship between communication and leadership
15) how and why communication and public opinion research is done, and how to evaluate it in order to use it effectively and appropriately
16) the various historical, interdisciplinary approaches to the study of communication, and future trends

BEHAVIORS

To enable the student to:

1) analyze interpersonal and organizational situations in order to assess the significant factors within the context of communication
2) acquire, produce, organize, evaluate, distribute, display, and consume knowledge effectively and efficiently
3) develop complex informative/persuasive strategies for specific needs and evaluate the outcomes
4) compare and assess the various media of communication in order to make judgements as to which may be most appropriate and cost-effective
5) evaluate systems of information and communication and to improve their functioning
6) exercise the leadership necessary to enhance the productivity and satisfaction of the members of groups and organizations

BEST COPY AVAILABLE

COMM 106 Communication and the Evolution of Civilization 3 cr.

Description: A systematic inquiry into the role of symbols and of communication practices, events, technics, and institutions, in the evolution of human societies and civilizations.

Objectives:
1) to increase the student's awareness of the relationship between the development of human communication and the evolution of civilizations
2) to enhance the student's awareness of critical turning points in the development of communication practices and technologies, and their impact on society.

Topics/Issues:
The Emergence of Symbols and Societies
Early Forms of Communication
Oral and Written Culture
The Emergence and Evolution of Communication Technologies
Linguistic Domination
Translation and Literacy
Information, Intention, and History
Myths, Facts, Images, and Fictions:"The Tower of Babel"
Communication and "Connections"
The Bias of Language
Communication and Industrialization
Evolution of the Mass Media
Communication in Integration and Differentiation
The Institutionalization of World Views
Spatial and Temporal Biases of the Media
The Electronic Age
Mass Culture/Information Culture
Social Control
Public vs. Private Communication

Representative Sources/Texts:
Symbols and Civilization, R. Ross
Communication in the Classical World, E. Havelock
The Tower of Babel, G. Steiner
Speaking to Each Other: About Society, R. Hoggart
Languages in History and Politics, A.C. Woolner
From Cave Painting to Comic Strip, L.T. Hogbein
The Long Revolution, R. Williams
Structure, Consciousness, and History, ed. R.H. Brown and S.M. Lyman
Implicit Meanings, M. Douglas
The Tacit Dimension, M. Polanyi
The Origins of Knowledge and Imagination, J. Bronowski

Preliminary Draft: Not for publication or citation in this form.

Representative Sources/Texts:

The Bias of Communication, H. Innis
The Gutenberg Galaxy, M. McLuhan
Communication and the Evolution of Society, J. Habermas
The Story of Language, M. Pei
Communication and Culture, A. Smith
Evolution and Culture, M. Sahlins, E. Service
The Philosophy of Symbolic Forms, E. Cassirer
Philosophy in a New Key, S. Langer
The Material Culture and Social Institutions of the Simpler Peoples, L. T. Hobhouse, G. C. Wheeler, M. Ginsberg
The Presence of the World, W. Ong
Communication & Evolution, J. Goody
Culture and Communication, E. Leach
The Roots of Civilization, A. Marshak
Man and His Symbols, C. G. Jung
The Uses of Literacy, R. Hoggart
The Image, K. E. Boulding
The Social Frameworks of Knowledge, G. Gurvitch
The Domestication of the Savage Mind, J. Goody
Propaganda and Comm in World History
Vol. I "The Symbolic Instrument in Early Times"
Vol. II "Emergence of Public Opinion in the West"
Vol. III "A Pluralizing World in Formation", ed. Harold D. Lasswell, Daniel Lerner, and Hans Speier

COMM 107 Communication and the Human Condition 3 cr

Description: A systematic inquiry into the consequences of how we communicate for self, for others, and for the social worlds in which we live.

Objectives: to contribute to the student's awareness of:
1) the relationship between language and thought
2) the ease of communication and the difficulty of understanding, and vice versa
3) the role of communication in human development, and in building relationships, communities, and societies
4) functional and dysfunctional communication patterns.
5) the fact that, "As we express ourselves, so shall we be."

Topics/Issues: Language, Thought, and Communication
Meaning, "Understanding", and Intersubjectivity
Symbols and the Social Order
Interpretive Schemes/Tacit Knowledge
Culture, Mentalité, and Identity
Consciousness and Responsibility
Values, Choices, and Consequences in Communication
Pathologies and Dysfunctional Communicative Behavior
Disclosure, Trust, and Commitment in Communication
Myths, Metaphors, and Experience
The Social Construction of Reality
The Communicability of the Built Environment
Forms, Patterns, Structures, and Networks in Communicative Encounters
Communication Strategies in Everyday Life
Legitimacy and the Institutionalization of Communicational Realities
Communication and Comprehension

Representative Sources/Texts:
Communication and Comprehension, J.M. Trenaman
The Pragmatics of Human Communication, Watzlawick, Beavin, Jackson
The Human Dialogue, F. Matson, A. Montagu
Steps to an Ecology of Mind, G. Bateson
The Presentation of Self in Everyday Life, E. Goffman
Interpersonal Perception, R. D. Laing, H. Phillipson, A. R. Lee
The Politics of Experience, R. D. Laing
Towards Communicative Competence, D. Hymes
People in Quandries, W. Johnson
Language and Social Context, ed. P. P. Giglioli
Rules and Meanings, ed. Mary Douglas
Meaning, M. Polanyi and H. Prooch
Speech and Reality, E. Rosenstock-Huessy
Sociology of Meaning, B. O'Malley

Preliminary Draft: Not for citation or publication in this form.

Representative Sources/Texts:

Language and Social Behavior, W. P. Robinson
Experiencing and the Creation of Meaning, E. T. Gendlin
Language as Symbolic Action, K. Burke
Forms of Talk, E. Goffman
Language and Materialism, R. Coward & J. Ellrs
System and Structure: Essays in Comm & Exchange, A. Wilden
Metaphors We Live By, G. Lakoff and M. Johnson
Drama in Life: The Uses of Comm in Society, ed. J. E. Combs and M. W. Mansfield

COMM 108 Communications and the Modern World 3 cr.

Description: A systematic inquiry into contemporary technologies, policies, and and institutions for the acquistion, production, distribution, and consumption of knowledge, and their socio-cultural effects.

Objectives: to contribute to the student's development of a more critical awareness of the issues related to the uses and consequences of contemporary communication technologies, for both society as a whole and for their own lives, both now and in the future.

Topics/Issues:

Technologies Policies Institutions	for the	Acquisition Production Distribution Display Consumption	of knowledge	National International Now and in the Future

The "Information Explosion"
Dominant and Alternative Media Systems
Freedom, Regulation, and Social Policy Making
The Direction of Information Flow
Agenda-setting and Gatekeeping
The Economics of Information/Communication
Access and Accountability
Audience as Master/Audience as Slave
Censorship/Ownership/Consumership/
Structure and Anti-structure
The "Consciousness Industries"
The Politics of Information/Communication
Praxiology
Communication Technologies and Change

Representative Sources/Texts:

The Politics of Information, A. Smith
Empire and Communication, H. Innis
The Production and Distribution of Knowledge, F. Machlup
The Age of Communication, W.D. Lutz
The Wired Society, J Martin
The Mind Managers, H. Schiller
Guerilla Television, M. Shamberg
The Human Use of Human Beings: Cybernetics and Society, N. Weiner

Preliminary Draft: Not for publication or citation in this form.

Representative Sources/Texts:

The New Literacy, D. Gordon
The Mass Media and Everyday Life, D. Davis & S. Baran
International Communication, H. D. Fischer, J. C. Merrill
Responsibility in Mass Communication, W. Rivers, W. Schramm
Understanding Media, M. McLuhan
The Process and Effects of Mass Communication, W. Schramm
The Passing of Traditional Society, D. Lerner
Mass Media Issues, G. Rodman
The Nerves of Government: Models of Political Communication and Control, K. W. Deutsch
Communication and Control, K. Krippendorf
Opening and Closing: Strategies of Information Adaptation in Society, O. E. Klapp
Media Culture, J. Monaco
On Photography, S. Sontag
Computer/Information History, C. K. Schultz
The Emerging Network Marketplace, H. S. Dordicie et al.
Comm Technologies and Information Flow, T. M. Burke and M. Lehman
The Conquest of Will: Information Processing in Human Affairs, A. Mowshowitz
The Technological Society, J. Ellul
The Public Forum, W. V. Schmidt and J. Graham
Feedback and Society: Uses of Mass Channels for Coping, B. D. Singer

ORGANIZATIONAL COMMUNICATION Comm 220

Office: CA 210
Phone:

Objectives: This course is designed to (1) enhance the student's awareness and understanding of communication, organization, and the essential relationship between communication and organization, and (2) to enable the student to develop skills and competencies in communication in order to become a more effective member of an organization.

This will be accomplished by (1) exposing the student to the basic concepts and problems related to organizational communication, and by (2) involving the student in the actual experience of having to solve organizational communication problems. This course will be radically different from most of the other courses that you have taken. In addition to the usual lectures, discussions, and readings, this course will consist of a simulation that has been designed to create some of the conditions that exist in all modern organizations. The simulation will provide the student with some relatively simple, yet direct experience in identifying and dealing with a series of basic and pervasive organizational communication problems.

In order to effectively solve these problems, it will be essential that you, the student, assume responsibility for understanding and accomplishing the assignments. In "real" organizations, it will usually be the case that you will have to take responsibility for figuring out what needs to be done and how to do it. This will require that you step out of the dependent student role and into an active, independent mode of behavior. You will have to think clearly and critically; you will have to learn how to ask good questions and how to express your ideas more clearly. As in any organization, you will confront and have to manage many uncertainties in planning, decision-making, dealing with people, etc. The ability to generate, acquire, evaluate, organize, and utilize the information necessary to creatively manage these uncertainties is a universally important ability that has real value to both you and your organization. If you allow yourself to be dependent on the information and knowledge provided for you, without becoming competent in generating and evaluating knowledge, you become a slave to those who are providing you with the information and to the ideas expressed in that information.

One may "know about" organizational communication, however, one may not necessarily be more competent to do what has to be done in order to make a particular organization more effective or more humane. In the world of work there is always one step beyond "knowing-about", and that step is

"knowing-how." Participating in this simulation will provide much knowledge of both the "knowing-about" and the "knowing-how" sort. Through your experience you will learn to appreciate, to be more critical of, and to utilize the concepts and theories that constitute the body of knowledge regarding organizational communication.

If you join the spirit of the simulation you will have fun. You will be exhilirated by your successes and frustrated by your failures. You will work hard, making choices and decisions which will have real consequences. You will learn, particularly from your failures. If you do not join the spirit of the simulation you will become even more frustrated, unsuccessful, and, most imporantly, you will have wasted a valuable opportunity for learning. As in any course, what you get out of it depends on what you put into it. The simulation will "work" for you to the extent that you take responsibility for your part in it.

Text:

Grading:
20% Midterm Exam
30% Final Exam
25% Individual Performance in the Simulation (PDE's, Briefs, Performance Appraisals)
25% Points earned from Organizational Projects

The Simulation

Students will be randomly assigned to organizations of roughly the same size. The leader of each organization will be selected by the instructor from among the applications received for leadership positions. The organization's will have a series of projects to complete by specified dates.

The organizations will be alike in that they will all be involved in "Research, Development, and Training" in organizational communication. They will differ in how they go about developing their products and in the form and quality of those products.

The organizations will be competitive in that the products of the various organizations will be evaluated primarily through comparison. Each project will earn points for your organization based on its relative performance. After each project is evaluated, each organization will receive a document indicating the points awarded to your organization, and your cumulative earnings. Each leader must then subject to the Comptroller a document which details the distribution of those points within the organization. Your final income distribution report must show how many points were distributed to each member and their cumulative individual totals. At that time, all the organization's income should be distributed.

Each organization will be responsible for developing its own procedures and methods of operation. The following are, however, required of all organizations:

1) a "contract" which describes how points are to be awarded amongst the members
2) a leader who will be responsible for: a) turning in the contract and the periodic point distributions; b) doing two performance appraisals of the other members of the group.

The instructor will set the general requirements of these, and their due dates. The details and procedures by which they are done will be left to the leaders and their organizations.

Projects

I. Research Report: You have been asked to provide a concise yet comprehensive description ofthe diverse communication needs and practices of modern organizations. Half of the groups will focus on internal needs/practices, and the other half will focus on external needs/practices. This report should be no more than 8 pages, double-spaced. It should include a bibliography as the 9th page. Enough copies for each of the other organizations, plus one for the instructor, must be handed in. An oral presentation of the key points may be required.

Points = 1000	800 written	200 oral
Evaluated by:	66% Instructor	50%
	33% Other Organizations	50%

DUE: _____

II. Evaluation Report: Each organization will produce a report which evaluates the research reports done by the other organizations working on the same topic (internal/external communication). The evaluation report should be no more than 10 pages (d-s), and enough copies for the other organizations and one for the instructor must be handed in. This report should devote one page each to a concise yet comprehensive description of the criteria which you used to evaluate the contents of the reports, and of the procedures your group used in applying the criteria so that the instructor can understand how you got from your general criteria to a specific evaluation of each of the reports: how many people read them, any discussion, etc. The subsequent pages should provide a specific evaluation of the strengths and weaknesses of each of the other reports, including a summary of the overall usefulness of each. In addition, a numerical evaluation for each must be reported on a separate summary score sheet to be handed in with the report.

Points = 1000
Evaluated by: Instructor
Due: _____

III. Brochure: All organizations will produce a brochure detailing their areas of communication expertise and services. It should include a company name, logo, and it should project an "image" that you feel would induce persons and organizations to seek your services. You will also produce a Justification Report in which you should provide your researched rationale for your design and services decisions. Assume that the report and the other materials are for presentation to the owners/ directors of your organization, and that the written and oral reports you will make are for the purpose of obtaining approval for your corporate image-making decisions.

Points = 1000	400 Brochure	600 Reports
Evaluated by:	100% Instructor	500
Due: _____		100

IV: Workshop: All organizations will design and conduct a workshop/seminar on one of the following topics:

1. letter &/or memo writing
2. quality circles
3. effective speaking
4. reports
5. fact-finding
6. presentations
7. performance appraisals
8. writing effectively
9. strategic listening
10. strategic reading
11. effective group participation
12. solving communication problems
13. finding consulting clients
14. public relations
15. public opinion research
16. leadership
17. employee attitude research
18. supervisory communication
19. employee publications
20. annual reports
21. design of business &/or government forms
22. organizational intelligence
23. management information systems
24. application letters & resumes
25. corporate image-building strategies
26. proposal writing
27. interviewing
28. other ideas . . .?

The first step in completing this project is to submit a proposal to the government. You may not proceed with your workshop preparations until your proposal is approved. You may be asked for more information, etc., which may require you to re-write your proposal. It therefore is to your advantage to do it right the first time and to submit it early. Only one workshop on each topic will be permitted in most cases. The first proposal approved on each topic insures your choice. The proposal should detail:

a) the proposed topic
b) the format- how it will be conducted
c) why this topic is important and why this format is appropriate
d) who will do it
e) what the specific objectives are--what you will achieve--what your audience will gain

f) how you will evaluate the outcome of the workshop including a sample evaluation form
g) the date & time & location
h) how you will promote it and why your method of promotion will work
i) projected number of participants & any info on your "target audience" (if appropriate) or limitations on the number of participants

After your workshop is approved and executed, a brief report evaluating the outcome must be submitted. This must include the following information:
a) number of participants and their names
b) summary of their evaluations
c) as an appendix to the report, the actual completed evaluation forms
d) your reasons for the successes and failures of both the workshop and your promotion effort including a specific evaluation of whether or not you achieved each of your objectives
e) a copy of your original proposal as an appendix
f) if you use an outside speaker, a copy of the thank you letter sent to them

Points = 1000	Proposal 400	Presentation 200	Report 400
Evaluated:	Instructor	50% participants 50% government	Instructor

Simulation Grading

50% of your final grade will reflect your performance in the simulation. Some of your simulation grades will reflect the input of other students. The following is a breakdown of the different components of your simulation grades:

A) Organizational Points = 25% of your final grade. These are the points that you will earn as a member of an organization. Each project will earn your organization a certain number of points that will be distributed according a "terms of employment" contract that each organization must devise. The contract should specify how the points are to be distributed among the members. It is up to each organization as to how they wish to handle this process. A copy of this contract, signed by all of the members, must be submitted to the government. At the end of the course the range of points earned will be converted into a range of grades. The grade you receive will reflect your standing relative to the rest of the class.

B) Individual Performance = 25% of your final grade. This portion of your grade will be composed of four separate and equal parts:

1 - Your final ranking within your organization based on an average of your MPA scores on performance appraisals in which each member will evaluate the contributions of every other member.

2 - Your final ranking within your organization based on an average of your LPA scores on appraisals of your performance by your organizational leader.

Both performance appraisals will use a 50 point scale, with 50 being perfect or exceptional performance. This will be a ranking in that the evaluator may not give two or more individuals the same score. The leader's appraisal will include comments and it will allow for the member to also comment. This appraisal must be signed by both.

3 - Personal Development Exercises (PDE's). A limited number of these will be assigned during the term. They will deal with issues related to organizational communication, and they will be optional. You may do as many or as few as you wish. They will each be worth roughly 50 points per single-spaced page. More points will be awarded for better quality work; less for poorer.

Since the purpose of the course is not the simulation but the potential it offers for your learning and development, students may propose additional PDE's which, if approved, may be a source of additional points. Your grade in this segment will again reflect your relative standing in comparison to the rest of the class in this category.

4. Briefs. These are typed, single-spaced summaries of the <u>usefulness</u> of a workshop that you have attended. They should be no more than one page, and they may earn a maximum of 50 points.

Comm 410 The Entertainment/Information Machines 3 cr

Objectives:

1. to enhance students' understanding of the role of the entertainment/information media in constituting their life worlds and cultures
2. to provide a systematic way of looking at the content of such media to uncover the implicit world views, themes, and experiences these promote and reflect
3. to explore the consequences of these "realities" for us on both the personal and societal levels
4. to provide and understanding of the economics and politics of the entertainment/information industries

Representative Texts:

The Entertainment Machine Toll

Communication Philosophy and the Technological Age Hyde (ed)

The Illusion of Technique: A Search for Meaning in a Technological Civilization Barrett

The Homeless Mind: Modernization and Consciousness Berger et al

Being Human in a Technological Age Borchert & Stewart (ed.s)

Cultural Creation in Modern Society Goldmann

Communication and Cultural Domination Schiller

The Technological Society Ellul

Mediamerica Whetmore

World Communication: Threat or Promise? A Sociotechnical Approach Cherry

Understanding Media McLuhan

The Mind Managers Schiller

Topics:

Unit I	Origins of Entertainment/Information Technologies
Unit II	Varieties of Contemporary Entertainment/Information Technologies and the Varieties of our Experiences of Them
Unit III	The Structure of the Entertainment/Information Industry
Unit IV	Past and Future Consequences of the Entertainment/Information Technologies

COMM. 420 Knowledge and Decision Systems 3 cr.

Description: A critical examination of the constraining role of systems of knowledge and decision-making on the practice of designing and accomplishing individual and organizational activities.

Objectives: This course is designed to increase the student's ability to:

1) identify and understand the crucial characteristics of these processes which constrain their quality, uses, consequences

2) understand the role of these processes in the context of their personal organizational activities

3) evaluate and use knowledge, and to make more informed and effective decisions

Topics/Issues: Processes, Technics, Systems, and Institutions

for the

Production, Acquisition, Evaluation, Organization, Display, Distribution, and Consumption of Information and Knowledge

as they interface and interact with the

Practices and Systems of Making, Implementing, and Evaluating Decisions

Units:
I Systems and Institutions for Knowledge Production and Distribution
II Communication and Decision-Making
III Evaluating Knowledge and Decisions

Representative Sources/Texts:

The Coming Information Age, W. Dizard
Knowing and the Known, J. Dewey & Bentley
Organizational Intelligence, H. Wilensky
The Image, K. Boulding
The Production & Distribution of Knowledge in the U.S., Machlup
The Changing Information Environment, J. McHale
The Structure of Scientific Revolutions, T. Kuhn
The Mind Managers, H. Schiller
Administrative Behavior, H. Simon
The Human Meaning of Social Science, B. Barber, W. Hirsch
The Limitations of the Expert, H. Laski
The Politics of Information, A. Smith
Decision-Making Group Interaction, Patton & Giffin

COMM 430 Influence and Enterprise 3 cr.

Description: An inquiry into the communicative nature and functions of persuasion and influence within the practice of accomplishing strategic enterprises, from the creator's and consumer's perspective.

Objectives: This course is designed to enhance the student's ability to:

1) understand the role of influence in organized activity

2) understand the general and specific consequences of these processes of influence for self and society, including the rhetorical choices and responsibilities involved, and their implications

3) understand the interests, conditions, and dynamics which constrain the uses and functions of influence

4) identify, understand, and utilize the strategies, structures, media, technics, etc., by which influence is accomplished.

Units:

I-	The Nature and Sources of Influence	4 weeks
II-	Influence and Organized Enterprises	" "
III-	Strategies, Structures, Media, and Technics of Influence	" "
IV-	Identifying and Evaluating the Consequences of Influence	" "

Texts:
Persuasion and Human Action M.J. Smith
Persuasion: Reception and Responsibility
Propaganda: The Formation of Men's Attitudes J. Ellul
The Rhetoric of Western Thought Golden, Berquist, Coleman
A Rhetoric of Motives K. Burke
Communication and the Social Order H. Duncan
Strategic Interaction E. Goffman

COMM 440 Languages of Coummunication 3 cr.

Description: An exploration and analysis of the structures, uses, and consequences of various sign and symbolic communication systems including language, objects, the designed environment and everyday rituals.

Objectives: To sort out the various ways in which we manage to convey information to one another; to analyze and compare the sign and symbol systems which can be used for communicative purposes.

Themes: There is currently a wide literature concerned with semiotic systems which can usefully be condensed and presented at a more introductory level than is generally done. The symbolic system generally given priority over the others is language, and obviously this needs to be discussed in some detail, but it is not the only form of communication to be considered. Others will include such things as the designed environment. (What is meant by this is the fact that we have control over what is communicated through the buildings and other objects we create, although we do not always take this control.) In addition, to these, which may be fairly obvious languages of communication, there are less obvious ones, such as ritual. What is intended here is not the sacred rituals formally established, but the secular ones we all follow without ever explicitly being told to.

Assignments: The students will analyze a series of things as group projects, focusing on various "languages". The intent will be to separate the languages enough to study them, but not so far as to ignore their interrelationships. There will be probably three projects, with each student contributing something like 5 pages each time.

Texts: Amos Rapoport. The Meaning of the Built Environment.
Nancy Henley. Body Politics
Ben Blount, ed. Language, Culture and Society: A book of Readings.
Chao. Language and Symbolic Systems.